**FLE WebQuest Lesson Plan (NYS-LOTE-aligned). Lesson and Unit Topic:**

**Common Core-Aligned Student Learning Objectives:** For NYS teachers, phrase so that there are identifiable **functions** and **situations** limited to a particular **topic**- “Students will be able to obtain information (function) from an entertainment guide (situation) to list (situation) leisure activities" (topic).

* ACTFL- Common Core alignment :<http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf>
* NYS Common Core: <http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf>
* or the national site at: <http://www.corestandards.org/ELA-Literacy/CCRA>
* For more on writing good instructional objectives: <http://faculty.buffalostate.edu/warformk/NYSLOTEQuiz.htm>

**CCLS Strand: Listening and Speaking / LOTE Standard 1.1.** Students will be able to… (be specific about strand indicator, i.e. LS4 for Listening and Speaking Standard 4)

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| Write here |

**CCLS Strands: Reading, Writing / LOTE Standard 1.2.** Students will be able to… (be specific about strand indicator, i.e. RI2- for Reading for Information Standard 2)

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**LOTE Standard 2.1 (cross-cultural comparisons.** If specific CCLS Strand applies, put in parentheses). Students will be able to… (be specific about strand indicator, i.e. RI2- for Reading for Information Standard 2)

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**CCLS Strand: Language.** Students will be able to… (be sure to phrase in terms of actual language *usage*, be specific about strand indicator, i.e. L5- for Language Standard 5)

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**Standards addressed: check all that apply. For ACTFL standards-CCSS alignment go to:**

<http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf>

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| **COMMUNICATION: Communicate in Languages Other Than English**  **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions  **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics  **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  **CULTURES: Gain Knowledge and Understanding of Other Cultures  Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied  **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied | **CONNECTIONS: Connect with Other Disciplines and Acquire Information**  **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language  **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through  **COMPARISONS: Develop Insight into the Nature of Language and Culture**  **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own  **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.  **COMMUNITIES: Participate in Multilingual Communities at Home & Around the World**  **Standard 5.1:** Students use the language both within and beyond the school setting  **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. |

**Assessment and materials:**

* Formal [graphic organizers, (additional) worksheets, quizzes…]-
* Informal (monitor, show of hands, (inter)active chalk/whiteboard, checking for understanding…)-
* Special provisions for students with special needs (IEP, 504s)-

**Delivery:** The following should be prepared as a handout for students to complete with your guidance. As such, be careful to provide workspace to help students structure their work. For example, if you say ‘Haga una lista de tres preguntas’ / ‘Faitez une liste de trois questions’, then give them appropriate space (three ledger lines) on the sheet.

**I. Introduction** (capture interest, set the stage and provide some background information):

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**II. Task** (should be ‘doable and interesting’, authentic, approximating real-life L2 use- consider scenarios, role plays that approximate real-life activities in the target culture; appeal to higher-order thinking skills):

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**III. Process** [select authentic L2 site(s), break down the steps that the learners need to follow in order to carry out the task]:

1. Use simplified L2, bullets to make information easier to process. Remember to use authentic websites: You may need to gloss words and idioms that are beyond the students’ current level. If more than one website, arrange in a logical sequence.

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**IV. Conclusion** (bring closure to the quest, remind students what they've learned, perhaps encourage them to extend the experience into other domains)

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**Evaluation** (should be clear and workable):

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You may want to develop rubrics:

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| Performance areas | Exceeds Standard | Meets Standard | Below Standard |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |